

Strategic Improvement Plan 2021-2025

Canobolas Public School 1495



School vision and context

School vision statement

Within our rural setting, students are actively encouraged to aim high, learn from mistakes, be lifelong learners and engaged members of the community. Teachers are committed to providing an environment where all students are challenged, connected, creative and confident.

School context

Canobolas Public School was established in 1864 in an orchard area six kilometres south west of Orange. It is a rural school with 132 students; while some students come from nearby orchards and properties, many also come from town each day. 5% of the student population is Aboriginal. There are both experienced and early career teachers on staff who are all dedicated to the students and the school community.

The school aims to engage students with innovative, evidence based teaching programs involving technology and effective pedagogy. Creative arts are highly valued with Canobolas PS offering an outstanding concert band program, string ensemble, ukuleles, singing, drama and dancing. There is a yearly whole-school concert which highlights these activities. Each class attends specialist visual arts lessons as well.

The Canobolas school community is a very supportive one. There are many opportunities where parents are welcomed into the school as participants; as classroom helpers, as members of the P&C, participating in fundraising events/activities and as learners. Strong ties with the community are vital to success.

Canobolas Public School belongs to the Orange Small Schools Association (OSSA). Students participate in a wide range of curriculum opportunities created by this organisation including swimming and athletics carnivals, team sports and curriculum days.

Staff are committed to deepening their knowledge and making improvements to student outcomes. Following the recent situational analysis, a whole school approach to reading, writing and numeracy will be embedded. As a result the school will implement high-impact, explicit teaching strategies and refine data and assessment analysis to improve student learning outcomes. Student wellbeing and attendance are additional focus areas for engagement and success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student, all staff will develop deep knowledge and best practice around their teaching of reading, writing and numeracy based on current research.

Students become self directed learners who are aware of their own progress and feel confident working with teachers to help direct future learning.

Improvement measures

Reading growth

Achieve by year: 2023

To increase the percentage of students measuring **1 year's growth for 1 year's learning in reading**

to 75% according to PAT data.

Reading growth

Achieve by year: 2023

Increase the percentage of students scoring in the **80th percentile or above in reading comprehension** to 65% according to PAT data.

Numeracy growth

Achieve by year: 2023

To increase the percentage of students measuring **1 year's growth for 1 year's learning in numeracy**

to 70% according to PAT data.

Numeracy growth

Achieve by year: 2023

Increase the percentage of students scoring in the **80th percentile or above in numeracy** to 55% according to PAT data.

Initiatives

READING

In Reading, sustainable whole-school processes and practices using explicit teaching and analysing data will be embedded. Deep knowledge and collaborative practice will lead to higher standards of teaching practice.

Use of data to inform practice:

Using data, teachers monitor student reading progress to inform next steps in their teaching. Teachers dedicate time to using data effectively.

Teachers work with colleagues to use class, cohort and school reading data to inform co-planning such as lessons and assessments. Teachers draw on their collective expertise.

Explicit Teaching

Students learn to read with explicit evidence-based instruction. The teaching of reading is planned, explained, modelled, guided and monitored using current evidence-based pedagogy.

This will be achieved by;

- developing a school-wide, explicit teaching approach for reading
- providing ongoing professional development in the latest research around reading
- having visible learning strategies embedded into daily teaching practice
- providing intervention and learning support for identified students to value-add to individual learning
- providing school-wide professional development in the analysis of formative and summative assessment

NUMERACY

In Numeracy, whole-school explicit teaching practices and analysing data will be embedded to achieve consistent growth and improvement.

Success criteria for this strategic direction

- Student learning is informed by internal and external assessments. Progress is monitored by collecting and analysing quality, valid and reliable data. This leads to differentiation in instruction to cater for all learners including high potential and gifted students (HPGE).
- School staff collaborate with the community about assessment data to identify and develop future directions for teaching and learning. Strategies implemented reflect research on best practice and include ongoing monitoring of success.
- Effective evidence-based teaching strategies are identified, promoted and modelled. Student improvement is monitored to identify growth.
- Ongoing, school-wide improvement is driven by professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of timely feedback between teachers.

Evaluation plan for this strategic direction

Question:

To what extent have teachers adopted explicit teaching strategies? What evidence is there of professional collaboration? Can we demonstrate impact and improvement of student outcomes in reading, writing and numeracy? Has teaching allowed for high expectations for all students in line with the HPGE policy?

Data:

Teachers will use a combination of data sources. These will include:

- Internal assessment: PAT, PLAN2, Benchmarking, SENA
- External Assessment: NAPLAN and Check-in data
- 'Common Misunderstanding in Number' interview assessments

Strategic Direction 1: Student growth and attainment

Initiatives

Use of data in teaching:

Using numeracy data, teachers monitor student learning to inform their planning and next steps. Teachers dedicate time to effectively use this data.

Teachers work with colleagues to use class, cohort and school numeracy data to inform co-planning such as lessons and assessments. Teachers draw on their collective expertise.

Explicit Teaching:

Explicit teaching practices in numeracy will enable greater learning gains. Effective feedback will inform students of their successes and next steps.

This will be achieved by;

- implementing school-wide use of evidence based pedagogies
- providing professional development in effective numeracy strategies
- having visible learning strategies embedded into daily teaching practice
- providing intervention and learning support for identified students
- developing school-wide professional development in the use of and analysis of formative and summative assessment.

WRITING

In Writing, teachers will continue to develop their learning and planning around using model texts when teaching writing. Teachers collaborate, share and gain expertise in evidence-based teaching practice to improve learning outcomes.

Use of data in teaching

Teachers collaboratively view and analyse writing

Evaluation plan for this strategic direction

- Writing samples
- Evidence of programming and planning relating to data
- Observations

Analysis:

Analysis will be embedded within the initiatives through the progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on school progress measures (published in the annual report)

Initiatives

samples framed by success criteria and model texts to inform next steps in the teaching process.

Explicit Teaching

Students' writing will be guided by the use of quality model text exemplars and success criteria. Effective feedback will further drive improvements for students.

This will be achieved by;

- having teachers collaboratively develop quality learning experiences based on rich texts that include text structure, punctuation and grammar, technical or literary vocabulary and genre.
- developing meta-language in students around stages and phases of writing.
- developing where-to-next activities based on writing sample data
- teachers sharing their expertise

Strategic Direction 2: Connect, Succeed, Thrive

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be planned, whole-school processes that support and measure high levels of wellbeing and engagement.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending school >90% of the time to be trending towards the upper bound system negotiated target of 96.7%

Wellbeing

Achieve by year: 2023

Increase the percentage of students in the TTFM areas of 'Positive sense of belonging', 'Advocacy at school' and 'Expectations for success' to >88%.

Initiatives

ATTENDANCE

To increase attendance rates for students attending >90% of the time, whole-school processes and systems will be embedded to ensure that student absences do not impact learning outcomes or student wellbeing.

Collaboration

Collaborate and communicate with the school community about the systems in place to monitor attendance and increase engagement through high expectations.

This will be achieved by;

- refining school processes and systems
- communicating with the school community regularly to strengthen process of high expectations

WELLBEING

To implement evidence-based change to whole-school practices which will result in measurable improvements in resilience, wellbeing, belonging and engagement to support student learning.

Sustainable strategies will be embedded to increase levels of resilience, engagement and belonging in our students.

Collaboration

Collaborative strategies will be used when sharing with staff, the school community and other agencies as required, to support the wellbeing of students.

Wellbeing

Sustainable strategies will be embedded to increase student resilience and belonging.

This will be achieved by;

- teachers initiating strategies to build a positive

Success criteria for this strategic direction

- Teachers, parents and the community work together to improve student attendance
- The school community is focused on building wellbeing through a climate of care and positivity.
- The school has implemented evidence-based changes resulting in improvements in wellbeing and engagement that support learning across all domains of potential (HPGE).
- Positive, respectful relationships are widespread among students and staff.

Evaluation plan for this strategic direction

Question

To what extent have new initiatives succeeded in improving >90% attendance rates? To what extent have strategies around resilience-building contributed to the wellbeing levels of students? Is there evidence of supportive and caring learning environments throughout the school?

Data

Teachers will use a number of data sources to ascertain this.

- Sentral attendance data
- Attendance, whole-school evaluation survey data
- 'Tell Them From Me' student survey
- 'Tell Them From Me' parent survey
- 'The Resilience Project' survey, pre/post
- Evidence of community engagement (eg. parent workshop for 'The Resilience Project')

Analysis

Analysis will be embedded within the initiatives through the progress and implementation monitoring processes.

Strategic Direction 2: Connect, Succeed, Thrive

Initiatives

- learning environment in the classroom
 - providing PL for teachers around resilience
 - examining baseline data about wellbeing
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Evaluation plan for this strategic direction

Implications

The findings of the analysis will inform;

- future actions
- annual reporting on school progress measures.